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ABSTRACT

This instructional guide suggests a way for teachers of fourth grade students to organize a social studies unit related to the study of Maryland. The eight to ten week unit is divided into four sections. Section I, a general unit outline, presents organizing concepts and questions, instructional objectives, and suggested topics for study. Section II considers the important geographical features of Maryland. Section III examines how people in Maryland can preserve the environmental quality of their state. Section IV focuses on Maryland's cultural heritage and suggests ways in which the people of Maryland can preserve their heritage. For each topic, a two-part format is followed. First, a class discussion is outlined. Questions are listed and correlated instructional supports to be used by the teacher are described. These include use of flash cards, maps, globes, bulletin boards, art materials, and the blackboard. The second part lists student performance objectives, activities and procedures, assessment measures, and resources. Learning activities involve students in map, globe, and compass exercises; inquiry questioning techniques; illustration analysis; geographic feature model making; class and panel discussions; educational games; theatrical presentations; class reports; and field trips. A directory of resource material on Maryland lists books, filmstrips, maps, television series, and transparencies. (Author/DB)

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MARYLAND TODAY

AN ELEMENTARY SOCIAL STUDIES UNIT

SO 010 684

Fall 1977

Montgomery County Public Schools
Rockville, Maryland

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Rockville, Maryland

TABLE OF CONTENTS

	Page
Acknowledgments	iv
Introduction	v
Overview	v
K-6 Elementary Social Studies Design, Grade Four	vii
Meet Maryland	
Preserving Environmental Quality	
Preserving Cultural Heritage	

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INTRODUCTION

This instructional guide suggests a way for teachers of fourth grade students to organize a social studies unit related to a study of Maryland today. It defines the scope of instruction and suggests how teachers may develop learning and assessment activities. The unit focuses on geographic characteristics, environmental concerns, and the cultural heritage of the state. Eight to ten weeks will be required for the unit.

OVERVIEW

This guide identifies instructional objectives for a unit on Maryland Today, a suggested topic of study in the K-6 Social Studies Design for Grade Four students. Instructional objectives are followed by supporting performance objectives, which may be altered by teachers to meet individual student needs. Activities, assessment measures, and instructional resources are identified as a basic set of unit supports for the teacher. They should be changed or expanded to meet the needs of students with differing abilities and interests.

The guide has been divided into three parts. Each part is given a separate title determined by the nature of each instructional objective. It is suggested that the parts be taught in the order in which they appear in the guide. Titles and related objectives are:

Meet Maryland

Instructional Objective: *The student will describe important geographical features of Maryland.*

Preserving Environmental Quality

Instructional Objective: *The student will indicate how people in Maryland can preserve the environmental quality of the state.*

Preserving Cultural Heritage

Instructional Objective: *The student will indicate how people in Maryland preserve their cultural heritage.*

Each part of the unit begins with an introductory experience. Questions and related instructional supports suggest a discussion by the total class. Students might identify together what they know about the topic, what they need to find out, and how they will proceed with their study.

Teachers are encouraged to work closely with school media specialists as a variety of instructional resources are identified, acquired, and utilized. The Annotated Bibliography to Support K-6 Social Studies Design of the MCPS suggests further instructional resources which may be used to develop the

objectives of the unit. Students should be encouraged to research mass media, trade books, reference materials, and vertical files in the media center whenever possible. Teachers should acquire the Media Research and Communication Skills Suggested Scope and Sequence Chart, Work Copy 7, May 1973, DPPA, FSD, from school media specialists Specific skills and resources which will facilitate social studies by students are identified.

Those objectives of this unit which do not specifically develop concepts, questions, and objectives from the K-6 Design are identified by an asterisk.

ELEMENTARY SOCIAL STUDIES DESIGN

GRADE FOUR

Theme: Maryland

Organizing Concepts:
- Natural Environment
- Environmental Quality
- Recreation
- Cultural Heritage
- Goods/Services
- Transportation/Communication
- *Specialization
- Government
- County/State/ Metropolitan Area
- *Interdependence
- Change/Continuity

Organizing Questions:
- How do people in Maryland meet their needs?
- How does the natural environment influence the way people live in Maryland?
- How do people with different cultural and ethnical heritages contribute to life in Maryland?
- How do people in Maryland change their natural environment?
- *How are people in Maryland interdependent with each other and with people in other areas?
- *How is Maryland similar to and different from othe areas in the United States?
- What will Maryland be like in the future?

Instructional Objectives: The student will:

- describe the interrelationships between people and their local community, their county, and the state of Maryland
- *. describe circumstances which have affected settlement patterns within Maryland
- describe how people in Maryland utilize resources to satisfy their needs and wants
- demonstrate how people in Maryland can protect the environmental quality of the state
- describe how men and women of different cultural and ethnic heritages have contributed to ways of life in Maryland
- show how transportation and communication systems facilitate the interdependence of Marylanders with each other and with people elsewhere

- indicate how people in Maryland perpetuate their cultural heritage
- compare ways of living in Maryland with ways of living in other areas of the United States
- describe how Maryland is changing

Suggested Topics for Study:

*Locate Community/Montgomery County/Washington Metropolitan Community

Maryland Today

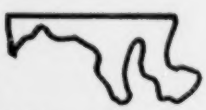
*Maryland to 1850

MEET MARYLAND

Sample Introductory Experiences

A climate of inquiry should be established by the teacher through a series of questions and a classroom discussion at the beginning of the study. Questions are outlined below (in order), and correlated instructional supports are described.

First Discussion

Questions	Instructional Support
1. Ask students: What does this shape suggest or represent? What is Maryland?	Show students  a large blank outline of Maryland. Trace outline on a sheet of mural paper or on cardboard or masonite. Cut out shape with jigsaw if possible.
2. What do you know about Maryland? Where have you been in Maryland?	
3. Which of these pictures, words, or phrases would best portray or represent Maryland on a bulletin board?	Provide a variety of pictures, words, phrases which do or do not portray Maryland. Students choose those that are appropriate. Example: Bulletin Board This Is Maryland
4. Where is Maryland located on a globe? on a NASA photograph? on a map? What are different ways that maps indicate where Maryland is located? (e.g., direction, latitude, longitude, hemisphere, country)	Globe, photographs, maps
5. What are the <u>boundaries</u> of Maryland?	Wall map of Maryland
6. Where do you live in Maryland?	Envelope with address of school or student
7. What states share common boundaries with Maryland?	

Questions	Instructional Support
8. Why is Maryland such an odd shape?	
9. How does Maryland compare in <u>size</u> and <u>shape</u> with other states?	Wall map of the United States
10. What statements can you make about Maryland, based on all the information you now have?	What Can We Say About Maryland?
11. Ask students: What do the physical-political maps tell about Maryland? What are <u>natural features</u>? What does this map tell about natural features of Maryland? What are <u>cultural features</u>? What does this map tell about cultural features of Maryland?	Show students a physical-political map of Maryland
12. What are the <u>regions</u>? What are the landform regions of Maryland? What names would you give these landform regions? Why are the landform regions of Maryland referred to as the coastal plain? the piedmont (foot of mountain)? the ridges and valleys? the Allegheny Plateau? Where are the geographical regions most often referred to as Western Maryland, Central Maryland, Southern Maryland, and the Eastern Shore?	Prepare labels for students to place on appropriate regions: Eastern Shore / Coastal Plain Southern Maryland / Piedmont Central Maryland / Ridges and Valleys Western Maryland / Allegheny Plateau
13. What do you notice about the difference in elevation between the flat area around the Chesapeake Bay and the area in the central or middle part of the state? Would streams and rivers flow quickly or slowly towards the Bay? Why? Where would the <u>Fall Line</u> be located? What is a fall line?	Vocabulary card: Fall Line Diagram of all line Photograph of Great Falls, Potomac River, Montgomery County

Questions	Instructional Support
14. What statements can you now make about each of the four regions of Maryland? How are they alike? How are they different? What words, phrases, and pictures can be added to the chart which would best portray each region?	Prepare a chart to record student responses: What Can We Say About Maryland's Regions? Eastern Shore | Southern Maryland | Central Maryland | Western Maryland
15. How do maps provide information about Maryland?	See Sources under "Resources."
16. What do other kinds of maps tell about Maryland? About each of the four regions?	Have a variety of source materials to store: Encyclopedias Pamphlets World Almanac Newspapers Maryland Magazine
17. What other sources can be used to find out about Maryland?	Prepare a chart to list student responses: Where can we find out more about Maryland?
18. What questions can be asked which will direct a social study of Maryland?	Prepare a chart to record student responses: Questions About Maryland

Instructional Objective: The student will use map skills to become familiar with important geographic features of Maryland.

Student Performance Objectives	Student Activities and Procedures
The student will locate Maryland on a map of the United States.	Trace the boundaries of Maryland on a cloth sheet or mural paper using an opaque or overhead projector. Look at a map of the United States. Write down as many ways as you can to tell how to find Maryland. Using compass directions N, S, E, and W (NW, SE, etc.) locate Maryland in terms of other states in the United States.
The student will identify the states that border Maryland.	On an outline map of the middle Atlantic states, color and label the states that border Maryland.

Sample Assessment Measures	Resources
On an outline map of the United States, label the state of Maryland. Put a check in front of each state that borders Maryland: __ South Carolina __ West Virginia __ Arkansas __ Missouri __ Indiana __ Virginia __ Florida __ Delaware __ Pennsylvania __ New York __ New Jersey __ Alabama	A desk outline map of United States A United States wall map TRANSPARANCIES: An Introduction to Maryland. Transparencies show geographical features. See a book by same title. FILMSTRIP KITS: "Maryland from Coast to Crest." Maryland Academy of Science. "Maryland: Its History and Geography." Mealey. "Seeing the Middle Atlantic States." Coronet.

Student Performance Objectives	Student Activities and Procedures
The student will look at a map to determine whether a state has a coastal or an interior location.	Look at a map of the United States on which the states are named. Discuss: . What differences do you notice between Kentucky and Texas? . What differences do you notice between Maryland and Texas? . What do Maryland and Delaware have in common? . Do pairs of other states have anything in common? (Look at Montana and New York, Tennessee and Oregon.) . Does each state have at least one side that is a seacoast or lake coast? How can you tell? . Which states have a seacoast or lake coast? (Coastal location) . Which states have an interior location? . Does Maryland have a coastal or an interior location?

Sample Assessment Measures	Resources
Look at your map and find each of the states listed below. Indicate whether the state has a coastal or an interior location. Navada (I) Virginia (C) Washington (C) New Mexico (I) Connecticut (C) North Dakota (I) Oklahoma (I) Massachusetts (C) Louisiana (C) Minnesota (C) Kentucky (I) Maryland (C)	United States political map United States Atlas

Student Performance Objectives	Student Activities and Procedures
The student will show where each of the following natural features is located on a map of Maryland. Coastal Plain — Elk River Piedmont Plateau — Choptank River Appalachian Mountains — Chesapeake Bay Potomac River — Atlantic Ocean Patuxent River — Fall Line Cumberland Gap	Define natural features. Find pictures of the natural features listed and show on a map of Maryland where they are located.
The student will identify the following natural features found in our around Maryland: ocean, plain, bay, piedmont river, coast, mountain, plateau	Make a picture dictionary or card-set of geographic terms which are important to a study of Maryland. Good pictures can often be found in copies of the National Geographic Magazine. Classify pictures which illustrate natural features according to whether or not they are found in Maryland.
The student will identify natural resources found in Maryland.	Collect pictures showing people using natural resources found in Maryland. Make an illustrated map of Maryland which indicates where different natural resources are found. Look in an encyclopedia for a map which shows work activities or products in Maryland. Explain how natural resources might influence work activities in Maryland.

Sample Assessment Measures	Resources
On a map, label the following natural features: . Potomac, Patuxent, Elk, and Choptank Rivers . Chesapeake Bay . Atlantic Ocean . Fall Line . Cumberland Gap Match words with pictures which illustrate: fall line plain mountain ocean coast piedmont river bay plateau List ten natural resources which are important in Maryland.	MCPS FILM: #5792 - Map Skills: Recognizing Physical Features. BOOKS: Dando and Rabenhorst. An Introduction to Maryland. Rollo. Ask Me! (About Maryland). Artes. Bits and Pieces About Maryland. Cameron. Let's Learn About Maryland. Maryland Coloring Book by Maryland Magazine. Thompson. Atlas of Maryland. Write for information from: Maryland Division of Tourist Development 1748 Forest Drive Annapolis, Maryland 21401 MAPS: Maryland and Delaware State Map. Nystrom. Raised Relief Topographic Maps. Hubbard Scientific. Area maps available for Cumberland, Baltimore, and Washington, D.C.

Student Performance Objective	Student Activities and Procedures
Indicate the meaning of fall line.	Make a model which shows the effect of erosion--a stream of water running over soil. Observe what happens when the soil is stripped from its hard base* at the upper part of the stream while erosion continues at the lower part. Explain in a short written report why the stream bed drops at the lower part and not at the upper--in other words, why a waterfall is formed. Show where the fall line is located on a Maryland map. Look for names of roads which are followed by "Mill." Hypothesize reasons why mills were built on the fall line. *(For the model, use rock, cement, or plaster of Paris.)

Sample Assessment Measures	Resources
Write a short definition of a <u>fall line</u>. Draw a diagram which indicates the meaning of <u>fall line</u>.	BOOK: Dando and Rabenhorst. <u>An Introduction to Maryland</u>. Book and transparencies available.

Student Performance Objectives	Student Activities and Procedures
The student will locate on a map of Maryland the following cultural features: . The 23 counties and Baltimore City . Five major urban areas: Washington, D.C.; Baltimore; Annapolis; Salisbury; and Hagerstown . Three major highways . Two beltways . Two recreational areas: Deep Creek Lake and Ocean City . The state capital	Define <u>cultural features</u>. Have small groups prepare large outline maps of Maryland. Each group should select one of the following cultural features: . 23 counties and Baltimore City . Major urban areas . Major highways . Recreational areas . The state capital and county seats Prepare a game or learning center for the map. Prepare a transparency of the map to be used as a set of overlays Give letter-number map coordinators to indicate the location of cultural features on a Maryland map.
The student will describe the climate of Maryland.	Define <u>climate</u>. Make a climatic map of Maryland with an appropriate key.

Sample Assessment Measures	Resources
On a county outline map of Maryland, label the 23 counties and Baltimore City. On a blank outline map of Maryland, label the four regions, state capital, and five recreational areas. On a wall map of Maryland, point to five major highways and two beltways. For each of the four regions of Maryland, write a sentence which describes the climate of the region. Eastern Shore _____ Central Maryland _____ Southern Maryland _____ Western Maryland _____	BOOK: Dando and Rabenhorst. An Introduction to Maryland. FILMSTRIP: "Tour of the Maryland State Capitol." RMI Media Productions, Inc.

Student Performance Objectives	Student Activities and Procedures
The student will identify landform regions found in Maryland.	Make a flour and salt map of Maryland which shows variations in elevation and landscape (a simple topographical model). Make models which illustrate the differences in the appearance of the different landform regions in Maryland. Make a model or drawing which illustrates the differences in the appearance of Maryland's mountains and the more rugged mountains of the far western United States. A state with a variety of landform regions tends to have many and varied kinds of work and recreational activities. Discuss how landforms influence people's activities. Hypothesize as to kinds of work and recreational activities found in Maryland. Make a bulletin board or poster which illustrates the words of the song "America the Beautiful" with scenes from Maryland. Discuss why Maryland is sometimes referred to as "America in Miniature."

Sample Assessment Measures	Resources
Draw lines on an outline map of Maryland which divide the state into the major landform regions. Put a checkmark in front of the name of each major landform region found in Maryland. __ Piedmont __ Blue Ridge __ Hancock __ Cumberland __ Coastal Plain __ Great Valley __ Appalachian __ Western Shore Color a map of Maryland, showing the Coastal Plain, the Piedmont Plateau, the Blue Ridge, the Great Valley, the Allegheny Ridges, and the Allegheny Plateau. Add an appropriate color key to the map.	BOOK: Dando and Rabenhorst. An Introduction to Maryland. See Maryland Magazine. KIT: "Maps Show the Earth." Nystrom. MAP: Raised Relief Topographic Maps. Hubbard Scientific.

Student Performance Objectives	Student Activities and Procedures
The student will identify the location of places on a Maryland map by using direction - e.g., north, south, east, west.	Before each city listed below, indicate the compass direction in which you would fly from Annapolis to that place: __ Cumberland __ Hagerstown __ Baltimore __ St. Mary's City __ Denton __ Frederick Suppose you are going with friends from Silver Spring to visit a horse farm near Chesapeake City in Cecil County. Write the directions for going to Chesapeake City. (Make up other problems like this to share with classmates.) Work in pairs, using a Maryland highway map, to do the following tasks: . Find Annapolis. In which direction would you travel if you were going to Baltimore? to Delaware? . In which quadrant of the map would you find Washington County, Maryland? Cumberland, Maryland? Think of some place in Maryland. (Don't tell the place you have chosen.) Write directions for getting from the place you have chosen to your own community. Use words only in writing your direction. Tell things like the following: . The direction in which the person should go (north, south, east, west) . Landmarks the person will pass . Roads the person should take . How far the person should go (in miles and kilometers) Exchange your paper with a classmate. If he/she can't locate the place from your directions, make your directions clearer.

Sample Assessment Measures	Resources
In which direction would you travel in 1. and 2. below? (North = N; South = S; East - E; West = W.) 1. N S E W In what direction do you go from St. Mary's City to Rockville? 2. N S E W From Rockville to Hagerstown?	Maryland highway map

Student Performance Objectives	Student Activities and Procedures
The student will be able to locate places on a Maryland map, using map coordinates.	Using a map key on a Maryland highway map, find the coordinates for these places: Montgomery General Hospital Western Maryland College Great Falls of the Potomac Wye Oak State Park U.S. Naval Academy White's Ferry
The student will interpret map symbols by using a legend or key.	Using the Forests and Parks Key on a Maryland highway map, find the following information: . Number of acres at Wicomico State Park . Number of acres at Potomac State Park . What made Wye Oak State Park famous? . Is hunting permitted at Seneca State Park? Using the legend on a Maryland highway map: . Tell what a solid black line represents . Tell what ◊ represents . Tell what * represents

Sample Assessment Measures	Resources
Write the letter and number coordinates for the following state parks: . Assateague _____ _____ . James Island _____ _____ . Sandy Point _____ _____ . Wicomico _____ _____ Which state park has only four acres? _____ Write the letter and number coordinates for the following: . Hood College _____ . Ocean City College _____ . Woodstock _____ . Frederick _____ . Lanham _____ Indicate the meaning of the following map symbols: _____ _____ _____	Maryland highway map

Student Performance Objectives	Student Activities and Procedures
The student will interpret highway symbols found on a Maryland map.	Look at an insert map of Hagerstown on a Maryland highway map, and answer these questions: . What is the number of the interstate highway running north and south? . What kind of highway runs east and west and intersects Interstate 81? . What interchange would you use to reach Showalter Road? . If you were going north to Interstate 81, which interchange would you use to go east on Interstate 70? . What kind of highway is Halfway Boulevard? . How many county highways are shown on the map? . What do the red lines indicate? . How many interchanges go directly into Hagerstown? Look at a Maryland highway map, and answer these questions: . How are east-west routes shown on an Interstate Highway sign? . How are north-south routes shown? . What do three-digit signs mean? . What route goes around Washington,D.C.? . What route goes around Baltimore? . What route goes through Hagerstown? . Which of these routes goes north and south? . How do the numbers tell you? . Is 95 a north-south or an east-west route. Do you know why?

Sample Assessment Measures	Resources
Identify these multilane highways by number: _____ Between Salisbury and Ocean City _____ That run north and south between Baltimore and Virginia _____ That run east and west through Bowie _____ Between Laurel and Aberdeen _____ Between Rockville and Frederick _____ That go through Hagerstown	Maryland highway map

Student Performance Objectives	Student Activities and Procedures
The student will be able to measure distance by using a map scale.	Measure Maryland on a map. Answer questions in miles and kilometers. . What is its widest distance? . What is its narrowest distance? . What is its greatest length? Draw straight lines between your town and other towns in Maryland. Compute mileages and kilometers using the scale on a map. Determine distances between towns on highways. If it is true that the shortest distance between two points is a straight line, why are roads not made in straight lines? How do landforms affect location of roads? With a partner, trace the path of the Potomac River from its sources to its mouth where it empties into the Chesapeake Bay. About how many miles is this? How many kilometers? Discuss the reasons for the difference between air (or map) distances and ground distances. Measure distances on simulated terrain and on a map of the same area. Why is it longer to follow a road than to fly? Use a Maryland highway map to do the following: . Find the mile and kilometer distances from Rockville to: McLean, Virginia Gaithersburg, Maryland Seneca, Maryland Glen Burnie, Maryland Ellicott City, Maryland Odenton, Maryland . Find the mile and kilometer distances from Hagerstown, Maryland to: Thurmont, Maryland Harper's Ferry, West Virginia Frederick, Maryland Cumberland, Maryland Gettysburg, Pennsylvania Hanover, Pennsylvania

Sample Assessment Measures	Resources
Give the number of miles between: ___ Fredericksburg and Warrenton ___ Baltimore and Olney ___ Alexandria and Fairfax ___ Hereford and Hampstead ___ Martinsburg and Boonsboro ___ Laurel and Glen Burnie ___ Ocean City and Bethany Beach Answer the following questions with a Yes or No. ___ Baltimore and Annapolis are about 200 kilometers apart. ___ Hagerstown and Frederick are about 200 kilometers apart. ___ Cumberland and Easton are about 500 kilometers apart.	Maryland map with a scale of miles

Student Performance Objectives	Student Activities and Procedures
The student will name countries, important cities, rivers, and other geographic features of Maryland.	Write MARYLAND vertically on a piece of paper. Based on information from map studies, write a word horizontally which tells something about the state. Example: Mountains — Lighthouses Apples — A Rivers — N Yachts — D Play Chain Reaction. This game continues around the circle until someone makes a mistake. The last letter of a given place-name provides the first letter of the name to follow. In a chain reaction of towns and cities, for example, the leader may name Annapolis, and the next player might say Sandy Spring; then Germantown, etc. Students might do this in small groups with a Maryland map in front of them. Play Anagrams. Divide into teams. Choose the name of a city, county, or river in Maryland. Try to make as many small words as possible from the letters of the word. Write riddles, using the names of towns, cities, or other places in Maryland. On a map of Maryland, use the Index to Cities, Towns, and Villages to find examples of places which start with various letters or consonant blends. For example: tr, st, pl, cl, dr, and ch. Play City, County, River. The leader calls out the name of a city, county, or river located in Maryland. As the leader points to a person, that student tries to "classify" the word before the leader counts to ten. Example: "Rockville - 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10!" The student must call "City!" before the count of ten. Other categories can be substituted.

Sample Assessment Measures	Resources
Match the words and the sentences: 1. Cumberland ____ The largest city on the Eastern Shore 2. Salisbury ____ A transportation center in Allegany County 3. Garrett ____ Maryland's most western county (etc.) Name the following: 1. Maryland's large ocean resort 2. Maryland's largest city 3. The county you live in (etc.)	BOOK: Dando and Rabenhorst. <u>An Introduction to Maryland</u>.

Student Performance Objectives	Student Activities and Procedures
The student will indicate how maps of Maryland may be used for different purposes.	Prepare a skit which would show situations where one might need a road map of Maryland. Situations might include coming into a strange city; going for a sightseeing trip; trying to find a relative; trying to give someone directions. Plan a trip around Maryland, using a highway map and tourist information. Outline the trip in terms of route, distances, places to visit, etc. Plan a 75-kilometer circle trip through Maryland. What interesting sites can you visit? Plan a 100-kilometer trip. A 250-kilometer trip. What sites can you see? Use a compass and draw a 3-centimeter circle around your community. Draw a 6-centimeter circle. For each circle, consider questions like how many important places or towns fall within the circle? On a map of Maryland, find towns and cities that will form the following polygons when connected: triangle, rectangle, square, and parallelogram. Reverse this game by suggesting names of towns and finding what polygon they form when connected by straight lines. Cut urban maps from a highway map of Maryland. Omit the name of the area. Use clues from the map to identify the place name.

Sample Assessment Measures	Resources
What are two kinds of information that can be learned from: A highway map of Maryland? A raised-relief map of Maryland? A physical-political map of Maryland?	Maryland maps BOOKS: Artes. Bits and Pieces About Maryland. Maryland Historical Atlas. Department of Economic and Community Development. Lippson. The Chesapeake Bay in Maryland: An Atlas of Natural Resources. Rollo. Ask Me! (About Maryland). Thompson. An Economic and Social Atlas of Maryland. Write for maps from: Maryland Department of Transportation P. O. Box 8755 Baltimore-Washington International Airport Baltimore, Maryland 21240 and Maryland Department of State Planning 301 West Preston Street Baltimore, Maryland 21201

PRESERVING ENVIRONMENTAL QUALITY

Sample Introductory Experiences

A climate of inquiry should be established by the teacher through a series of questions and a classroom discussion at the beginning of this study. Questions are outlined below, and correlated instructional support is described.

Questions	Instructional Support
Ask students:	
What is an environment? Is this an environment? Why? What words would describe this environment?	Show pictures of various environments (city, county, state).
What are natural resources? What natural resources would you expect to find in Maryland's environment? How do people in Maryland use the natural resources of their environment? Which of these pictures show people using their environment? Which resources are in short supply?	Provide a wall map of Maryland to locate natural resources for discussion. Provide pictures from newspapers and magazines to classify which resources are abundant, adequate, and in short supply. (Information could be graphed.) Make and add to a wall map of Maryland some symbols representing different ways people use resources. Prepare a chart on which to record responses. Environmental Problems in Maryland 1. 2. 3. Show pictures illustrating environmental problems such as: Pollution Air Water Noise Thermal (heat) Energy shortage Congestion Surface mining Closed swimming areas Crowded conditions Make a bulletin board display showing various environmental problems.

Questions	Instructional Support
What causes environmental problems like those found in the pictures?	Charts to record responses
Where might these problems be found in Maryland? How do you know? Where might these problems be found in older parts of the U.S.A.?	Wall map of Maryland and the U.S. to cite these environmental problems and their location. (Use yarn to stretch from pictures to corresponding locations on map.)
What is the relationship between the way people of Maryland use their environment and their quality of life?	
What different sources can be used to find out more about how people can protect the environmental quality of Maryland?	
What questions can be asked that will help us find out how people in Maryland can protect the environmental quality of their state?	

INSTRUCTIONAL OBJECTIVE: The student will indicate how people in Maryland can protect the environmental quality of the state.

Suggested Performance Objective	Suggested Activities and Procedures
The student will describe how people affect the environmental quality of the Chesapeake Bay.	On a map of the eastern U.S., identify rivers which flow into the Chesapeake Bay. Write a story which tells how the Chesapeake Bay model at Matapeake will help improve the environmental quality of the Chesapeake Bay. Make a list of laws which regulate the use of the Chesapeake Bay. These should relate to work and recreational activities. Pretend you are an ecologist who is studying the Bay. Write and produce a television program to show: How people are abusing the Bay, and what has resulted from their abuse What is being done to protect the ecological quality of the Bay What each person can do to help Make an illustrated map of Maryland which shows how people use and abuse the Chesapeake Bay. Describe kinds of jobs that might help restore and conserve the environmental quality of the Bay. Pretend you are a crabber, oyster farmer, or fisherman who depends on the Bay for a living. Write or tell how use or misuse of the Bay has affected your work.

Sample Assessment Measures	Resources
Describe how each of the following has helped to improve the environmental quality of the Bay: 1. Police, rangers, and wardens 2. Chesapeake Biological Laboratory or other similar foundations 3. Chesapeake Bay model at Matapeake 4. Public information programs Describe how the following have influenced the environmental quality of the Bay: 1. A large number of people using the Bay for recreation 2. Treated and untreated sewage dumped into the Bay 3. Nuclear plants using the Bay to produce power 4. Use of DDT and other pesticides	Contact for reference: The Chesapeake Bay Foundation Prince and East Streets Box 1709 Annapolis, Maryland 21404 Overnight field trip to Meredith Creek can be arranged. Chesapeake Bay Maritime Museum St. Michaels, Maryland 21663 Department of Natural Resources Tawes State Office Building Annapolis, Maryland 21401 Request the annual report and free pamphlets. BOOKS: de Gast. Oystermen of the Chesapeake. Lippson. The Chesapeake Bay in Maryland, An Atlas of Natural Resources. Sherwood. Understanding the Chesapeake. FILMSTRIP KITS "Maryland: Its History and Geography." Mealey. "Chesapeake at Bay: An Ecological Study." Mealey. See issues of Maryland Magazine.

Suggested Performance Objective	Suggested Activities and Procedures
The student will predict the effects of population growth on the environment of Maryland.	Keep a scrapbook of newspaper or magazine articles about local efforts to regulate, preserve, or improve environmental quality in the area. Make an exhibit which indicates kinds of waste products produced in population centers such as Montgomery County. Show how such materials are disposed of or recycled. Make a map of Maryland wich indicates the location of environmental problems in populated areas. Use symbols on a map which represent problems such as air and water pollution. As a class, form an "environmental protection agency." Plan ways to promote the regulations you accept as necessary for your school or neighborhood. Prepare a slide-tape program which illustrates the effect of population growth on the natural environment. Outline points which will be made. Take pictures to illustrate points. As a class, select and sequence developed slides. Write and tape a commentary for slides and select those which best describe each slide. Record the entire commentary, providing background music if appropriate. Share the program with parents and other classes. Collect pictures of Montgomery County which were taken 25 or 50 years ago. If possible, collect pictures of the same scenes today. Draw conclusions from pictures describing change, and hypothesize reasons for change. Indicate things that have stayed the same. Explain why this might be so.

Sample Assessment Measures	Resources
Share a collection of five photographs which show the effect of population growth on the natural environment of Central Maryland. Draw three pictures each of which shows ways the natural environment is being affected by population growth in Central Maryland. Put a caption under each to tell what it illustrates.	Contact for reference: Maryland-National Capital Park and Planning Commission 8787 Georgia Avenue Silver Spring, Maryland 20907 Plan the physical growth of Montgomery and Prince George's Counties Metropolitan Information Center Metropolitan Washington Council of Governments 1225 Connecticut Avenue Washington, D.C. 20036 Phone: (202) 223-6800 Ask for annual reports. Montgomery County Government Office of Information Rockville, Maryland 20850 Distributes annual report. Can refer you to specific departments for the answers to questions. See local and community newspapers. MCPS Video Tape #324 - Rachael Carson (Order from Film Library.)

Suggested Performance Objective	Suggested Activities and Procedures
The student will identify efforts to preserve wildlife in Maryland.	Define the term wildlife refuge. Report on the importance of wildlife refuges in Maryland. Prepare an in-depth description of one specific wildlife refuge in Maryland. Compare the activities of this refuge with those at Blackwater Wildlife Refuge. Show on a map of the state places where wetlands or marsh areas of Maryland are located. Explain the importance of wetlands to waterfowl and other wildlife. Make a diorama showing waterfowl habitats in the Blackwater Wildlife Refuge. Give an illustrated report about efforts to protect and conserve Canadian Geese on the Eastern Shore. Identify laws that regulate hunting or wildlife in Maryland. Explain the reasons for such laws. Identify and describe endangered wildlife species in Maryland. Write to your representative in state government to inquire about recent or proposed legislation which would protect endangered species. Produce a 30-second commercial on serving endangered species in Maryland. Share with schoolmates by means of the school PA/TV systems.

Sample Assessment Measures	Resources
List four ways the wildlife refuges are helping to preserve wildlife in Maryland. Of the wildlife in Blackwater, list those which are in danger of extinction; and describe two ways to increase their numbers. Draw a picture of a wildlife refuge. Below it write two statements describing efforts being made to conserve the area.	Contact for reference: Blackwater Wildlife Refuge R.D. 2 Cambridge, Maryland 21613 Pamphlets and brochures can be requested from this office. See Appendix. Wildlife Administration Department of Natural Resource Tawes Office Building Annapolis, Maryland 21401 Phone: (301) 269-3195 Fisheries Administration Department of Natural Resources Tawes Office Building Annapolis, Maryland 21401 Phone: (301) 269-3558 Hunting guides can be obtained free from most sports stores.

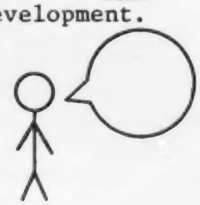
Suggested Performance Objective	Suggested Activities and Procedures
The student will identify conflicts which arise when power companies build nuclear power plants in Maryland.	Give an illustrated report which shows different ways that electricity is produced. Explore the development and uses of nuclear, wind, and solar power. Conduct a panel discussion or debate "pros" and "cons" of nuclear power plants in southern Maryland. Give a report which illustrates the role of media (newspapers, magazines, radio, television) in conflicts that arise from nuclear power plant development. Follow local news to conduct a profile of attitudes toward nuclear power plant development of the following groups: people who live near nuclear power plants environmentalists power company officials Complete the following chart:

Reasons to support nuclear power development	Reasons to oppose nuclear power
1.	1.
2.	2.

Make a map showing location of existing (and planned) nuclear power plants in the state. Indicate the area to which they provide electricity.

Sample Assessment Measures

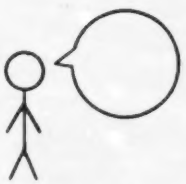
Below are illustrations of people who might feel different about the development of nuclear power plants. In the balloons, give a reason why each person might be for or against nuclear power development.



Oysterman

Electricity Consumer in Baltimore

Power Plant Worker



Environmentalist

Give two reasons why some people support development of nuclear power plants.

Give two reasons why some people oppose development of nuclear power plants.

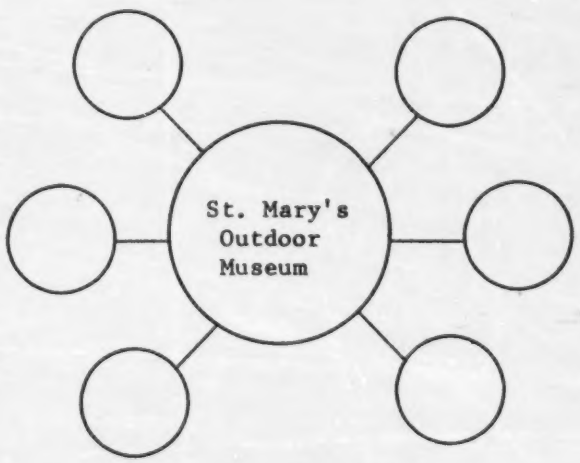
Draw a picture to show how nuclear power plants are helpful. Draw a picture that shows how nuclear power plants might be harmful. Write captions under each picture telling what it means.

Resources

Contact for reference:

Baltimore Gas and Electric Company
Lexington and Liberty Streets
Baltimore, Maryland 21203

Potomac Electric Power Company
1900 Pennsylvania Avenue, NW.
Washington, D.C. 20067
Phone: (202) 833-7500

Suggested Performance Objectives	Suggested Activities and Procedures
The student will describe ways in which southern Maryland is planning for the future in order to protect environmental quality.	Make a brochure which described the work of the St. Mary's City Commission. Visit or pretend that you have visited St. Mary's City. You spent the afternoon watching the archeologists dig. Write a letter to a friend telling him/her what you saw. Find an example of a restoration in your neighborhood or something which you feel you would like to restore. Plan your restoration showing it both before and after it is complete. Form a panel which will plan for the future development of Southern Maryland. Propose alternatives which will promote growth as well as preserve the natural environment. Compare and contrast the economy of southern Maryland with that of central Maryland. As an alternative, compare and contrast the economies of St. Mary's and Montgomery Counties. Show on the diagram below what jobs an outdoor museum in St. Mary's City would provide. 

Sample Assessment Measures	Resources
List two ways that the St. Mary's City Commission is planning for the future in 1. _____ 2. _____ In a brief paragraph, indicate the major responsibilities of the St. Mary's City Commission. Draw a picture below which shows what the St. Mary's City Commission is planning for the future in Maryland.	Contact for reference: St. Mary's City Commission P. O. Box 26 St. Mary's City, Maryland 20686 Tri-County Council for Southern Maryland Box 301 Waldorf, Maryland 20601 Request free pamphlets. FILMSTRIP: "St. Mary's City."

Sample Introductory Experiences

PRESERVING CULTURAL HERITAGE IN MARYLAND

Establish a climate of inquiry through a series of questions and classroom discussions at the beginning of this study. Questions are outlined below and correlated instructional support is described.

Questions	Instructional Support
Ask students: How do people preserve traditions? What kinds of articles, ideas, ways of doing things do we have today that have come to us from the past? Can you name some in your school? In your community?	Show students: Chart on which to record responses Ways of Thinking | Ways of Acting | Things People Have Made
How do people "save" their past? How are objects "saved?" How do we learn to do things which people have done before us? How are ways of acting (speaking, singing, dancing, cooking, working, celebrating, etc.) passed from one person or group to another?	• Chart on which to record responses What things do we learn by Watching? | Listening? Examples of material items that people have preserved from their past
Name places in Maryland where people are preserving Maryland's past. What questions can we ask which will guide us in learning about how people in Maryland save their past?	. Maryland Highway Map on which to locate places preserving Maryland's past

INSTRUCTIONAL OBJECTIVE: The student will indicate how people in Maryland perpetuate their cultural heritage.

Suggested Performance Objective	Suggested Activities and Procedures
The student will describe efforts by ethnic groups in Maryland to preserve their cultural heritage. (This includes Black Americans, American Indians, and persons of foreign origin.)	Select appropriate headings; and under each, list or illustrate ways that ethnic groups in Baltimore preserve their ways in terms of religion, foods, festivals, traditions, family and home life, etc. Organize a bulletin board showing ways by which ethnic groups preserve their heritage in Maryland. Make a poster advertising a special event or festival which celebrates the heritage of an ethnic group. Make a calendar of ethnic events or happenings in Maryland for the year or month. Make a collection of newspaper articles about ethnic groups in Maryland. Share important information from these articles in a report to your class. Write a report which explains why ethnic groups are an asset to Maryland. Plan a festival which celebrates the ethnic heritage of people in the class or school. Discuss the following questions with your class: 1. How do ethnic groups in other parts of Maryland preserve their ethnic heritage? 2. Why do ethnic groups want to preserve ethnic heritage? Discuss why there are so many more ethnic communities in Baltimore than in other parts of the state. Make life-sized cutouts of people dressed in traditional costumes of various ethnic groups found in Maryland. On a world map, show the country of origin of foreign-born people in Maryland.

Sample Assessment Measures	Resources
In a sentence or two after each topic, tell how people in Maryland preserve their ethnic heritage: Family Life Religion Food Processing and Festivals Describe four activities which reflect the ethnic heritage of people in Maryland. Draw three pictures of activities, places, or things found in Maryland. Under each picture, tell how the picture shows something important to those groups.	Contact for reference: All Nations Foundation 28 South Gay Street Baltimore, Maryland 21202 This group coordinates ethnic activities in the city. They publish a newsletter of coming events. BOOKS: Sandler. The Neighborhood: The Story of Baltimore's Little Italy. Rollo. The Negro in Maryland. FILMSTRIP KIT: "Maryland Blacks: A History." TELEVISION PROGRAM: Baltimore. (Maryland Series) television program. (Produced by the Maryland State Department of Education.)

Suggested Performance Objective	Suggested Activities and Procedures
The student will identify efforts to preserve the history and culture of the region surrounding the Chesapeake Bay.	Make a poster advertising the Chesapeake Bay Maritime Museum. Make sketches of your trip to the Chesapeake Bay Maritime Museum. Mount them in an album. Make a collection of pictures of Chesapeake Bay water craft. Tell why each developed, and how it is used today. Predict the future use or future of these boats. Write a report explaining the need of museums for artifacts. Make a chart which illustrates how regions in Maryland are preserving history and culture related to work activities or use of natural resources. Discuss the importance of the Chesapeake Bay to the people of the Eastern Shore in the past, present, and future. Make a model of different boats (skipjacks, log canoes, etc.). Locate a major area of fishing/shellfishing on the Eastern Shore. Make models (using soap, soft woods, etc.) of decoys and folk art.

Sample Assessment Measures

Under each heading, list two things you might see in the Chesapeake Bay Maritime Museum.

Aquarium	Lighthouse Area
1. _____	1. _____
2. _____	2. _____

Boats Exhibit	Waterfowl Building
1. _____	1. _____
2. _____	2. _____

Complete the following sentences by filling in the blanks with the correct word or words:

The Chesapeake Bay Maritime Museum is owned by _____.

It was started because _____ _____.

It helps to _____ the culture of the Eastern Shore.

The museum has many _____ in it.

On a map of Maryland, identify (with pins or flags) the Chesapeake Bay, Crisfield, Cambridge, Tilghman Island, Tangier Island, Smith Island, and Holland Strait.

Resources

Contact for reference:

Chesapeake Bay Maritime Museum
St. Michaels, Maryland 21663

Field trips may be arranged.

BOOKS:

de Gast. Oystermen of the Chesapeake.

Lippson. The Chesapeake Bay in Maryland.

Sherwood. Understanding the Chesapeake: A Layman's Guide.

Warner. Beautiful Swimmers: Watermen, Crabs, and the Chesapeake Bay. (Parts may be read to students.)

TELEVISION PROGRAM:

The Eastern Shore. (Maryland Series)

Suggested Performance Objective	Suggested Activities and Procedures
The student will demonstrate efforts to preserve and promote folkways of Maryland.	Share a report about Penn Alps. Include reasons why it was started. Make a collection of traditional foods or recipes found in Maryland. List some of the craft activities at Penn Alps. Illustrate each with picture cutouts from old magazines. Make a tape of the story of Penn Alps. Make a roller movie about different crafts found in Maryland. Prepare a script to accompany the movie. Construct a map which illustrates how and where folkways are being preserved and promoted in other regions of the state. Demonstrate to your class one of the folkways that is being promoted in Maryland. Start a collection of pictures or descriptions of examples of folkways in Maryland. Give a folk festival in which many folkways from Maryland and other regions are shared. Make a calendar of events which indicates when and where folkways from Maryland can be observed. Prepare a report which explains why there seems to be a revival of home-make products in Maryland. Explain why you think people value things made by hand. Compare and contrast the kinds of folkways found in western Maryland with those found on the Eastern Shore. Make a bulletin board of folk sayings about weather, superstitions, or other beliefs. Start a collection of pictures to depict traditional folkways in practice today.

Sample Assessment Measures

Write descriptions of two crafts found at Penn Alps.

1. _____

_____

2. _____

_____

Look at the chart headings below. List two words or phrases to describe each craft.

Spinning-Weaving	Woodworking	Pottery Making

Choose one folkway and write a short play about the person or persons to whom the folkway belongs and how you think it came about.

Describe a place or event where one may observe folkways being demonstrated.

Resources

Visit:

Penn Alps, Inc.
Grantsville, Maryland 21536

Carroll County Farm Museum
Westminster, Maryland 21157

Steppingstone Museum
Edward Bull, Executive Director
Dublin, Maryland 21154

Catoctin National Park
Thurmont, Maryland

TELEVISION PROGRAM:

Folkways (Maryland Series).

(A television program produced by Maryland State Department of Education.)

MAGAZINES:

Free State Folklore.

Maryland Magazine.

Skipjack.

MAPS:

Literary and Historical Map of Maryland. Maryland Historical Society.

Puzzle Map of Literary and Historical Map of Maryland by Edwin Tunis. Enoch Pratt Free Library.

Suggested Performance Objective	Suggested Activities and Procedures
The student will locate recreational opportunities provided by historical parks and museums in Maryland.	Interview people who have visited historical parks and museums in Maryland. Tape interviews and share important points with your classmates. Make a map of parks in Maryland. Use symbols on the map to indicate interesting recreational opportunities provided by each park. Make a poster advertising an interesting event in a park in Maryland. Identify historical parks and museums in Maryland. Compare and contrast the kinds of historical parks and museums in the different regions of Maryland. Give a report which explains why historical parks and museums seem to be so popular. Develop a plan for a park in your community. Describe the land and how it could be developed into a park. Include kinds of recreational opportunities it might provide. Maryland's officially recognized state sport is jousting. What is jousting? How did jousting begin in Maryland? Why is jousting done most often in southern Maryland and on the Eastern Shore?

Sample Assessment Measures

Write a brief description of two recreational activities provided by the Chesapeake and Ohio National Historical Park.

1. _____

2. _____

Make a list of five recreational opportunities provided by the Chesapeake and Ohio National Historical Park for people of central Maryland.

1. _____

2. _____

3. _____

4. _____

5. _____

List a historical park or museum for each region listed below:

1. _____, Eastern Shore

2. _____, southern Maryland

3. _____, western Maryland

Here are three pictures. Circle the one that shows a recreational opportunity provided by the Chesapeake and Ohio National Historical Park.

_____

_____

Resources

BOOKS:

Boy Scouts of America. 184 Miles of Ad Adventure: A Hiker's Guide to the C&O Canal.

Wolfe. I Drove Mules on the C&O Canal.

For further information about parks in the Washington metropolitan area, contact:

The Maryland-National Capital Park and Planning Commission
Montgomery County Regional Headquarters
8787 Georgia Avenue
Silver Spring, Maryland 20907
Phone: (301) 589-1480

This agency coordinates the development and use of parks in Montgomery County.

TELEVISION PROGRAM:

The Arts (Maryland Series).

Recreation (Maryland Series).

RESOURCES

FOR

MARYLAND TODAY

BOOKS

Boy Scouts of America. 184 Miles of Adventure - Hiker's Guide to the C&O Canal. Baltimore: Boy Scouts of America, 1970 ($1.00).
BATAB#

Interesting information about historical and geological features.

Cameron, Rita. Let's Learn About Maryland. Baltimore: Media Materials, 1976 ($2.75).
BATAB# 542818043

This simply written text on historical and contemporary aspects of Maryland is approved as a textbook.

Dando, W. A., and Rabenhorst, T. D. An Introduction to Maryland. Fenton, Michigan: McRoberts Publishing Company, 1970 ($3.50).
BATAB# 543454258

This book, approved as a textbook, surveys geographic features of the state.

de Gast, Robert. Oystermen of the Chesapeake. Camden, Maine: International Marine Publishing Company, 1970 ($16.00).
BATAB# 543445437

Photographic essay and description of the oystering industry.

Department of Economic and Community Development. Maryland Historical Atlas. Annapolis: Maryland State Department of Economic and Community Development, 1975 ($7.00).

A collection of maps and photographs presenting many facts about the state. Out-of-print until Spring, 1978.

Drotning, Phillip T. An American Traveler's Guide to Black History. New York: Doubleday, 1968 ($6.00).
BATAB#

Author traces contributions of Black Americans to the progress of our country and associates events with locations in each state.

Lippson, Alice Jane. The Chesapeake Bay in Maryland: An Atlas of Natural Resources. Baltimore: The Johns Hopkins University Press, 1974 ($9.00).
BATAB# 02519593X

Indicates variety and location of natural resources of the Bay.

Maryland Magazine. Maryland Coloring Book. Annapolis: Maryland State Department of Economic and Community Development, n.d. ($2.00).
BATAB#

Pictures with descriptions of important places in Maryland.

Rollo, Vera. Ask Me! (About Maryland). Lanham, Maryland: Maryland Historical Press, 1975 ($3.50).
BATAB# 542818000

A condensed geography of the state with many student activities.

---. The Negro in Maryland. Lanham, Maryland: Maryland Historical Press, 1972 ($3.00).
BATAB# 542817837

Describes the contributions of Black Marylanders to the state's heritage.

Sandler, Gilbert. The Neighborhood: The Story of Baltimore's Little Italy. Baltimore: Bodine and Associates, Inc., 1974 ($6.00).
BATAB# 543445712

This book looks at the people, history, institutions, and festival of this ethnic community.

Sherwood, Arthur W. Understanding the Chesapeake: A Layman's Guide. Cambridge, Maryland: Tidewater Publishers, 1973 ($4.00).
BATAB# 543819183

A survey of the Bay, describing its resources and its problems.

Thompson, D. Atlas of Maryland. College Park, Maryland: Department of Geography, University of Maryland, 1977 ($8.00).

A variety of modern maps and mapping techniques are shown. Order this from:

Office of Summer Programs
University of Maryland
College Park, Maryland 20742

Warner, William. Beautiful Swimmers: Watermen, Crabs, and the Chesapeake Bay. Boston: Little, Brown Company, 1976 ($3.00).
BATAB# 543451127

This adult book, parts of which may be read aloud to students, won a 1977 Pulitzer Prize.

Woolfe, George Hooper. I Drove Mules on the C&O Canal. Dover, Delaware: Dover Graphics Associates and Woodwind Studio, 1969 ($8.00).
BATAB# 54344564X

Woolfe, who worked years on the canal, recounts his experiences.

FILMSTRIP KITS

"Annapolis." Free State Media, 1970.
1 filmstrip, $8.00

Surveys Maryland's capital city.

"The Chesapeake at Bay - An Ecological Study, Parts 1 and 2." Mealey Productions (Order from A/V Educational Products), n.d., $42.00
2 sound filmstrips
BATAB# 843531681

Strips depict ecological relationships, economic importance, and factors which threaten the life of the Bay.

"The Great Falls of the Potomac." Free State Media, 1970.
1 filmstrip, $8.00
BATAB#

Good way to illustrate the fall line.

"Maryland from Coast to Crest." Maryland Academy of Science (Order from Kunz), 1967.
2 filmstrips with cassettes, $32.00
BATAB#

Series surveys natural features, plants, and animals of Maryland.

"Maryland: Its History and Geography." Mealey Productions (Order from A/V Educational Products), 1971.
11 sound filmstrips, $150.00
BATAB#

The set is a thorough survey of the state, but the presentation is not very interesting.

"Maryland Blacks: A History." S. C. Watkins Company, 1977.
1 filmstrip with reading script, $25.00
BATAB#

This is a collection of pictures of Black Marylanders who have made significant contributions to our state. Schools might construct their own strips using a similar format.

"St. Mary's City." Free State Media, 1970.
1 filmstrip, $8.00
BATAB#

Strip shows restored area in St. Mary's County, Maryland.

"Seeing the Middle Atlantic States." Coronet, 1974.
6 filmstrips with records or cassettes, $95.00
BATAB#

Titles include: Land and Climate; Natural Resources; Agriculture and Fishing; Industry; Transportation and Commerce; History and People.

"Tour of the Maryland State Capitol." RMI Media Productions, Inc., 1971.
1 filmstrip with cassette, $20.00
BATAB#

Viewing this strip will be a valuable experience before and after visiting the capitol building in Annapolis.

MAGAZINES

Free State Folklore. Maryland Folklore Society. Published four times a year.
Magazine, $5.00 a year

Order from the Department of English, University of Maryland, College Park, Maryland 20742.

Maryland Magazine

Published by: Maryland Department of Economic and Community Development, 2525 Riva Road, Annapolis, Maryland 21401.

This is Maryland's official magazine. It contains articles of interest on many aspects of the state. Beautiful pictures illustrate text.

Skipjack

Published by: Cambridge-South Dorchester High School, Route 1, Maple Dam Road, Cambridge, Maryland 21613.

This magazine is compiled and published by high school students who do an excellent job of preserving the life and lore of the Eastern Shore. Articles contain transcripts of interviews with people who have lived on the shore all their lives, recipes, photographs, legends, stories, and much other interesting information. $6.00 four issues.

MAPS

Literary and Historical Map of Maryland, 41" x 28". Maryland Historical Society.
$4.50

Historical places, events, and people are cited on the map of Maryland drawn by Edwin Tunis. This is a good bulletin board item.

Maryland and Delaware State Map. Nystrom.
62" x 52" spring roller map.

Map with markable surface or overlay, $57.50. Map not markable, $44.00.

Maryland and Delaware State Map, Nystrom.

Different sizes of desk outline maps are available. Wall map with physical and political features. Desk outline maps, 8" x 10 1/2" (50 for $1.70) and 10 1/2" x 15" (50 for $2.75).

Puzzle Map of Literary and Historical Map of Maryland by Edwin Tunis.

This jigsaw puzzle of the map available from the Maryland Historical Society is available from: Enoch Pratt Free Library, Attention: Publication Department, 400 Cathedral Street, Baltimore, Maryland 21201, ($3.50).

Raised Relief Topographic Maps. Hubbard Scientific, 1975.
Plastic raised relief maps, 22" x 33", $11.95 each

For a study of Maryland, order: Cumberland, NJ 17-3-1; Baltimore, NJ 18-1-1; Washington, D.C., NJ 18-4-1.

Maps are not available for the Eastern Shore but are available for most parts of the United States.

TELEVISION SERIES

Maryland...

Produced by: Division of Instructional Television, Maryland State Department of Education, Owings Mills, Maryland.

This series of 15 twenty-minute telelessons is broadcast four times a week during the school year. It may also be obtained on video tape through the MCPS Film Library. A teacher's manual and teacher supplement are available through the elementary social studies teacher specialist in the MCPS Department of Curriculum and Instruction, Educational Services Center. The series is an exploration of Maryland and its people.

Titles include: Early Tidewater, VT 301; Revolutionary Times, VT 302; Frontier, VT 303; Baltimore, VT 304; The Eastern Shore, VT 305; The Southern Region, VT 306; The Central Region, VT 307; The Western Region, VT 308; Folkways, VT 309; The Arts, VT 310; Recreation, VT 311; Government, VT 312; Services, VT 313; Citizenship, VT 314; and Future Schooling, VT 315.

Silhouettes: Great Women of Maryland

Produced by: Montgomery County Public Schools, Rockville, Maryland.

This is a series of telelessions available on video tape or 16 mm film about notable Maryland women whose varied accomplishments have contributed significantly to the development of Maryland's heritage. The tapes or films, with a viewing guide, are available through the MCPS Film Library.

Titles include: Margaret Brent, VT 316, (Film #7115); Anna Ella Carroll, VT 318, (Film #7116); Lillie Jackson, VT 323, (Film #7136); and Rachael Carson, VT 324, (Film #7141).

TRANSPARENCIES

Dando, W. A., and Rabenhorst, T. D. An Introduction to Maryland. Fenton, Michigan: McRoberts Publishing Company, 1970 ($79.50).
BATAB# 843557206

Transparencies show geographic features. See book of same title.